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# LOUISIANA EARLY LEARNING CENTER **BASIC EMERGENCY PLAN**



*(Insert name, address, telephone number and parish that you are located in.  
If you receive your mail at a different address, please fill in the right column. If not, write in "same" and just fill in the Parish.)*

<b>LOCATED AT:</b>	<b>MAILING ADDRESS:</b>
<b>Address:</b>	<b>Address:</b>
<b>City:</b>	<b>City:</b>
<b>Zip Code:</b>	<b>Zip Code:</b>
<b>Parish:</b>	<b>Parish:</b>

**Date:** \_\_\_\_\_

*NOTE: Items in italics are for explanation and are not designed to be part of the final plan*

By numbering the copies of the plan, you can keep track of where they all are,  
and ensure that any changes are distributed to all of the holders.

**Copy Number:** \_\_\_\_\_

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## CONCURRENCE BY OUTSIDE RESOURCES

We have examined this plan and are aware of requirements.

Date	Organization	Signature	Date Plan Received	Copy Number

*NOTE: This table can have as many lines as needed to accommodate the agencies reviewing and concurring. You should get concurrence from all outside agencies that will play a role in plan implementation, especially those that you're depending on to provide resources (shelter space or transportation). Ideally, they will be involved in the planning process. You need one (1) original of this page. Copies of the page can be placed in the distribution copies of the plans.*

## RECORD OF CHANGES AND REVIEW

Date of Change	Summary of Change	Signature of Person Making Change	Date Change Distributed

## SIGNATURE OF RESPONSIBLE PARTY

I have reviewed this plan and the procedures outlined in it. These procedures will be followed in case there is an emergency affecting the facility.

Signature of facility/owner/operator	Title	Date
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## FOREWORD

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This emergency plan describes the procedures that will be used by (\_\_\_\_\_) to provide for the care and the well-being of the children under our care and our staff. This plan is meant to address circumstances that threaten lives and property. The procedures outlined in this plan constitute those temporary measures that will be taken to provide the best available protection for persons under our care. The plan relies on the organization and procedures that are followed on a day-to-day basis. The intent is not to introduce new ways of doing things during high-stress situations.

Much of what is needed to implement a plan like this one should be treated as sensitive information. The exact locations of shelters and assembly areas and the routes to be taken during an evacuation may be useful information to someone with ulterior motives. For this reason, parts of the plan will not be released to the general public. Important details from the plan are sent home with parents in orientation materials and periodic mailings. The entire plan is available for parents to review in the facility.

The plan itself is organized into three parts; the "Basic Emergency Plan"; a series of checklists and a series of supporting documents. The Basic Emergency Plan provides overall concepts and assignment of responsibility. It does not contain great amounts of detail. The detail in the attachments and checklists should be confidential. The information in the checklists is arranged by function, recognizing that the evacuation planned for a HAZMAT spill will work just as well for a tropical storm.

Public safety officials should be aware of the provisions of this plan. The Department of Education Division of Licensing representative will also review the plan when inspecting the facility. The responsibility of the Early Learning Center is to maintain and implement the plan. A current copy of the plan will be provided to the Louisiana Department of Education, Division of Licensing upon an initial application, changes in the form, and the annual renewal of the center license.

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# BASIC EMERGENCY PLAN

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## 1. PURPOSE AND SCOPE

- To provide for the protection of children and staff in the event of a natural or human caused emergency or disaster.
- To assure coordination and cooperation with local agencies and emergency services.
- The provisions of this plan are designed for situations involving groups of children or the entire facility.

## 2. SITUATION AND ASSUMPTIONS

- The \_\_\_\_\_ is located at \_\_\_\_\_ and normally has \_\_\_\_\_ children and \_\_\_\_\_ staff. Normal operating hours for the facility are \_\_\_\_\_, and \_\_\_\_\_ weekends.

- The facility assumes responsibility for the health and safety of the children attending the facility.
- The facility is located in \_\_\_\_\_ whose emergency management agency will be the primary source of governmental assistance during an emergency.
- Assistance during emergencies will be dispatched through the \_\_\_\_\_ Parish 9-1-1 and be coordinated by the \_\_\_\_\_ Parish Emergency Preparedness Contact: (parish contact information can be found here: <http://gohsep.la.gov/ABOUT/PARISHPA>)
- The facility may be subject to the following natural disasters and emergencies:
  - Natural Disasters (e.g. *tornado, severe storms, flood, hurricane, chemical spill, disease outbreak, etc.*)  
Insert the most common:
    - » A source of information about the hazards in your area is GOHSEP (<http://gohsep.la.gov>).

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- » Human Caused Emergencies (e.g. *HAZMAT spill, intruder, fire in the neighborhood, power outage*):

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### 3. CONCEPT OF OPERATIONS

- General:
  - » Direction and Control – The identified emergency personnel (director, director designee, or staff in charge) will assume responsibility for emergency actions until the arrival of emergency service personnel.
  - » The identified emergency personnel will gather and record information necessary to determine appropriate emergency actions.
  - » In an emergency, Early Learning Center staff and resources will be focused on providing for the safety and well being of children and staff.
  
- In the absence of the director the following facility person(s) will take charge:  
Primary: \_\_\_\_\_  
Secondary: \_\_\_\_\_
  
- Regular drills on emergency plans, procedures and duties will be conducted to:
  - » Provide training for staff, including substitutes;
  - » Orient children on emergency procedures and responsibilities; and
  - » Develop skills needed for a real emergency.
  
- Special Medical, Physical or Behavioral Needs
  - » The Early Learning Center facility will maintain a current listing of any children or staff who have a condition that may require special consideration or action to allow that person to take appropriate protective measures during an emergency (See Attachment 12.) The listing will include both long-term and short-term disabilities.
  - » A staff member will be assigned responsibility to ensure that those individuals take the appropriate protective measures (evacuate or shelter in place.)
  - » If special needs include medications or any physical equipment, a staff member will be assigned responsibility to ensure that the medications or equipment accompany the individual with special needs.
  - » If the necessary specialized equipment requires batteries or supplies, those will be stocked and moved as well.
  
- Accountability
  - » Children will only be released to a parent or to an individual designated in writing by the parent. In an emergency, a child may be released to an individual upon text or e-mail by the parent if the individual's identity can be verified by a staff person;
  - » In case of an evacuation, attendance will be taken at the assembly area, upon boarding and exiting the emergency transport vehicle(s) (if used) and upon the arrival at the relocation facility. Staff: child ratio and supervision requirements must be met during an evacuation.

#### 4. ORGANIZATION AND RESPONSIBILITIES

- Child-care identified emergency personnel will:
  - » Be familiar with emergency plans for the local city and Parish you are located in.
  - » Ensure agreements are current with relocation facilities and transportation providers (if applicable).
  - » Determine a course of action to be taken during an emergency.
  - » Maintain this plan in a current and usable state.
  - » Encourage parents to tune to local media for information during an emergency.
  - » Ensure that parents are aware of what is happening to their children.
  - » Keep the staff aware of the status of the emergency.
  - » Determine the number and types of transportation needed if evacuation or relocation is required.
  - » Ensure children’s emergency records are taken to the evacuation/relocation site.
  - » When emergency services arrive, locate the Incident Commander and provide information about the status of the children, staff, and the facility.
  - » Retain responsibility for the children and staff while the responders are dealing with the emergency.
  - » Stay available to responders to provide information about the facility.
- Staff will:
  - » Review and assist in keeping plans and checklists current.
  - » Maintain supervision of children until they are released to parents or guardians.
  - » Perform special assignments as specified in the plan checklists.
- Parents are requested to:
  - » Be familiar with plans and procedures for ensuring safety of the children.
  - » Tune to designated local media for information and instructions during an emergency.

#### 5. AUTHORITY AND REFERENCES

- BESE Bulletin 137 Louisiana Early Learning Center Licensing Regulations  
<http://www.louisianabelieves.com/early-childhood/child-care-and-development-fund-licensing>

*(You should have at your facility a copy of the applicable regulation)*

#### 6. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

- The legal entity/owner/operator of the Early Learning Center facility is responsible for:
  - » The development, execution, and maintenance of the emergency plan.
  - » Annual review and update of the plan.
  - » Documenting the review on the Record of Changes and Review (page 1).
  - » Documenting all practice drills (see Louisiana Child Care Emergency Plan).
  - » Making sure that copies of the plan are distributed.
- Distribute the Emergency Plan to:
  - » \_\_\_\_\_ Emergency Management Agency.
  - » Other related organizations listed below *(Be sure to include all involved emergency response organizations and any labor organizations representing staff)*:
  - » Louisiana Department of Education, Division of Licensing.

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#### 7. SUPERCESSION

- This plan supersedes the plan for \_\_\_\_\_ dated \_\_\_\_\_.

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## EMERGENCY DISASTER DRILL LOG

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### LOUISIANA EARLY LEARNING CENTER LICENSING REQUIREMENTS

Licensed child care programs must conduct emergency drills at least once every 6 months. Programs are required to keep written documentation with the date and time of the drills at your facility.

### TYPES OF DRILLS

Schedule drills based on your hazard analysis. In Louisiana, the five most common natural disasters are hurricanes, floods, tornados, hazardous material exposure, and fires. It is also helpful to conduct drills for human-caused emergencies such as a gas leak or an active shooter.

MONTH	TYPE OF DRILL	DATE HELD	TIME OF DRILL	NOTES FOR IMPROVEMENT	SIGNATURE/ INITIALS
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

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## SAMPLE EMERGENCY DISASTER DRILLS

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Conduct emergency disaster drills at least every six months. Include different types of drills, in a variety of locations, at different times of the day. Log the date, time, and type of drill. Make a yearly schedule for the different drills you will practice. Keep documentation of your drills on site for at least one year.

### FUN IDEAS TO BUILD SKILLS AND KNOWLEDGE

- Play games like follow-the-leader so that children can learn to move together in an orderly way.
- Plan a field trip to the fire station or have your local fire fighters visit your program.
- Provide for dress up and dramatic play with costumes for fire fighters, first responders and emergency workers.
- Develop a science theme with books and activities about earthquakes, tornados, floods, blizzards, etc.
- Play “turtle” and have children pretend to be turtles by crouching down, covering their heads, and holding still.
- Play “lizards under rocks” and have children pretend to be lizards seeking shelter under a sturdy table.
- Practice using a walking rope for children to hold onto when walking as a group.
- Pop Quiz! Every good emergency drill should have a review on what will happen and what everyone should do.
- Download audio recordings to play during each drill to condition children for real conditions.

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# SAMPLE ANNOUNCED FIRE / EVACUATION DRILL

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## NOTIFICATION

- Tell the children that a fire drill is about to happen. A smoke detector test button or other designated noise, such as a recording of the fire alarm, may be used as your practice alarm.
- Tell children that when they hear that sound it means there is a fire drill.
- Explain to the children that when they hear the fire alarm or designated noise, they must get up quickly and leave everything behind.
- Point out all the exits to the children. Tell the children that you will leave the building through the closest exit. Test alternate escape routes and windows that can be used as exits. Practice with ladders if they are part of your evacuation plan.

## ACTION

Evacuate children as follows:

- Infants and Toddlers: Practice using evacuation equipment for infants and toddlers. For example, use an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier.
- Preschoolers: Gather children in a group and supervise an orderly evacuation to the designated assembly area. Practice using a walking rope for children to hold on to during evacuation.
- Children with Special Needs: These children will be assisted by specific staff members who have been trained in their role to evacuate children with special needs.
- Grab the daily attendance list and the "Evacuation Pack," on the way out.
- Check bathrooms and the classroom, and shut the door behind you after you are sure everyone has exited.
- Gather outside at the agreed upon place.
- Take attendance to ensure everyone has made it out safely.

## COMMUNICATION

- Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.

## CARE AND SUPERVISION

- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.

## CONCLUSION

- Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.

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## SAMPLE ANNOUNCED FLOOD DRILL

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- Flood drills are the same as an evacuation drill, except that you will need to seek higher ground.
- For most floods, you will have time to follow flood updates and call families to pick up their children before evacuating. Flash Floods can come on quickly and you will have to leave the building right away.

### NOTIFICATION

- Tell the children that an emergency drill is about to happen and they will leave the building. A smoke detector test button or other designated noise, such as a recording of the fire alarm, may be used as your practice alarm.
- Explain to the children that they must get up quickly and leave everything behind, just like in a fire drill.
- Point out all the exits to the children. Tell the children that you will leave the building through the closest exit.

### ACTION

Evacuate children as follows:

- Infants and Toddlers: Practice using evacuation equipment for infants and toddlers. For example, use an evacuation crib, a stroller with multiple seats, a wagon, or an infant rescue vest/apron/carrier.
- Preschoolers: Gather children in a group and supervise an orderly evacuation to the designated assembly area. Practice using a walking rope for children to hold on to during evacuation.
- Children with Special Needs: These children will be assisted by specific staff members who have been trained in their role to evacuate children with special needs.
- Grab the daily attendance list and the "Evacuation Pack," on the way out.
- Check bathrooms and the classroom, and shut the door behind you after you are sure everyone has exited.
- Gather outside at the agreed upon place.
- Take attendance to ensure everyone has made it out safely.

### COMMUNICATION

- Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.

### CARE AND SUPERVISION

- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.

### CONCLUSION

- Tell the children that in a real event you would be going to a relocation site at higher ground. You may want to practice walking on the sidewalk through the neighborhood as if you were actually going to this location. If appropriate, tell the children the name or location of the higher ground relocation site.

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## SAMPLE ANNOUNCED LOCKDOWN DRILL

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### NOTIFICATION

- Tell the children that a lockdown drill is about to happen.
- Director to designee will announce “Lockdown” or other code word.

### ACTION

- If children are playing outside, bring them inside.
- Go to the nearest room or the designated location away from danger.
- Tell staff and families outside the building that they cannot enter the building and to find a safe location.
- Lock the classroom doors and windows, cover the windows, and turn off lights and audio equipment.
- Keep all children sitting on the floor, away from doors and windows. Use tables, cabinets, or other heavy furniture as a shield if present.
- Ignore any fire alarm activation.

### COMMUNICATION

- Turn cell phones on silent or vibrate.
- Role Play: “Call 9-1-1 (just pretend!) and explain the situation.

\*Note: in a real emergency it might not be safe to talk on the phone, but you can still call 9-1-1 and leave the phone on. Do not make phone calls unless there is an emergency situation (for example, an injured child or adult in need of immediate medical attention).

### CARE AND SUPERVISION

- Follow established procedures to help children stay quiet, for example, holding hands, gently rocking back and forth, and making eye contact with each child, or offering pacifiers to infants.
- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs during the period of time they are in lockdown.

### CONCLUSION

- Remain in the room until the child care director or designee announces the end of the lockdown.

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## SAMPLE ANNOUNCED SHELTER-IN-PLACE DRILL

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### NOTIFICATION

- Tell the children that a shelter-in-place drill is about to happen.
- Director to designee will announce “shelter-in-place” or other code word.

### ACTION

- Bring children and staff to the pre-determined areas within the facility or home. Choose an interior room without windows or vents that has adequate space to accommodate children and staff.
- Close and lock all windows and doors.
- Shut off the building’s heating systems, air conditioners, exhaust fans, and switch intakes to the closed position.
- Seal all cracks around the doors and any vents into the room with duct tape or plastic sheeting.
- Conduct a roll call to ensure everyone is present and accounted for in the area.
- No outside access is permitted, but activity within the facility may continue.

### COMMUNICATION

- Role play: providing status updates for families (just pretend!).
- Practice using a portable battery or hand-assisted radio to listen for announcements from local officials.
- Keep cell phone within reach at all times.

### CARE AND SUPERVISION

- Bring disaster supplies to the designated safe place location.
- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, special health care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children’s (especially infants and toddlers) nutrition and hygiene needs.
- Provide developmentally appropriate activities.

### CONCLUSION

- Continue the shelter-in-place drill until the child care director or designee announces the end of the shelter-in-place drill.

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## SAMPLE ANNOUNCED TORNADO DRILL

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### NOTIFICATION

- Tell the children that a tornado drill is about to happen.
- Director to designee will announce "Tornado" or other code word.

### ACTION

- If children are playing outside, bring them inside.
- Secure or store outdoor toys, furniture, and equipment that may act as missiles.
- Seek Shelter in an interior, protected area of the building on the lowest level possible or in a designated tornado shelter
- Keep children away from windows.
- Take attendance
- Bring disaster supplies to the designated safe location

### COMMUNICATION

- Role play: Provide status updates for families (just pretend!)
- Practice using a portable battery or hand-assisted radio to listen for announcements from local officials
- Keep cell phone within reach at all times

### CARE AND SUPERVISION

- Follow established procedures for assisting children and/or staff with special health care needs. Bring medications, care plans, and assistive devices for communication and mobility.
- Follow established procedures for addressing children's (especially infants and toddlers) nutrition and hygiene needs during the period of time they are evacuated.
- Provide developmentally appropriate activities

### CONCLUSION

- Continue the tornado drill until the child care director or designee announces the end of the drill.
- Conduct a follow up meeting to discuss areas of improvement

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## SAMPLE STAFF TRAINING AGENDA

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### STAFF TRAINING ON EMERGENCY PREPAREDNESS

Sometimes staff members react very strongly to a disaster or emergency. Include staff in emergency planning for their own safety and for optimal child outcomes.

**Goal:** Staff members will be engaged in disaster preparedness activities and committed to minimizing injury, loss, and destruction before, during, and after a disaster or emergency.

**Objective 1:** All staff will know their assignments, roles, and responsibilities in a disaster.

**Objective 2:** Staff will know how to access emergency services; the location of the emergency exits; and how to use emergency equipment.

**Objective 3:** Staff will be prepared to run an emergency drill with children.

**Objective 4:** Staff will be familiar with typical emotions following a disaster or emergency.

### SAMPLE AGENDA

1. Welcome and introductions
2. Why it is important for child care facilities to prepare for disasters and to have a plan.
3. Update staff emergency contact information.
4. Encourage staff to make an emergency plan for their families.
5. Review the details in your child care program disaster plan.
6. Review Job Action Sheets: ask for volunteers and make assignments.
7. Review drill schedule for the year, and the drill log.
8. Conduct a walkthrough of disaster drills to prepare staff for conducting drills with children.
9. Check that CPR and first aid certifications have been updated within the last two years.
10. Introduce the After Action Report form (page 14) to document and evaluate each training exercise, emergency event, or drill.
11. Introduce the Young Children and Disasters Health and Safety Note and discuss the unique needs of children and appropriate response to children's physical and emotional needs during and after a disaster.

## SELF-ASSESSMENT TOOL/AFTER ACTION REPORT

<b>Name of Facility:</b>		
<b>Name/Title of Person Completing Report:</b>		
<b>Date:</b>	<b>Start Time:</b>	<b>End Time:</b>
<b>Drills/Exercises or Incident response:</b> <input type="radio"/> Fire <input type="radio"/> Power Outage <input type="radio"/> Evacuation <input type="radio"/> Flood <input type="radio"/> Lockdown <input type="radio"/> Extreme Weather <input type="radio"/> Other (specify): _____		
<b>Participation:</b> Provide a list of individuals and agencies participating in the event:          		
<b>Timeline of events:</b> Provide description of events and activities          		
<b>Lessons learned:</b> Provide an overview of lessons learned related to personnel, training, coordination, logistics, etc.          		
<b>Discussion and recommendations:</b> Provide any recommendations for improvements or changes to the emergency plan and procedures and how they will be addressed.          		